

# Teacher Efficacy and Student Learning: A Conceptual Framework

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## Article Info

## ABSTRACT

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*This study focuses on teacher self-efficacy specifically, educators' belief in their own capabilities to keep students engaged and motivated toward learning, particularly when students encounter challenges. Its objective is to observe the relationship between teacher self-efficacy and student learning outcomes. The present study is grounded in Bandura's Social Cognitive Theory. The respective study is conceptual in nature. The findings conclude that when educators possess high self-efficacy, they remain intrinsically motivated themselves and, in turn, help foster self-efficacy in their students; this enables students to remain actively engaged, motivated, and academically high-performing. Consequently, it is recommended that the school environment be positive and that measures be taken to enhance teacher self-efficacy, specifically through periodic teacher training programs and the provision of positive reinforcement to educators thereby boosting their morale and enabling them to elevate the quality of the teaching-learning process.*

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## 1. INTRODUCTION:

*“Teaching is a very noble profession that shapes the character, caliber, and future of an individual.”*

A.P. J. Abdul Kalam

A teacher is not merely a dispenser of knowledge, but also someone who awakens curiosity within a student's inner self and sensitizes students to the problems they will encounter in life and prepares them to tackle those challenges. While imparting knowledge to their students, teachers face numerous challenges; for instance, not all students are alike, as they exhibit individual differences. Teachers must confront a variety of such challenges, including the need to understand each student individually and to respond to them in a manner tailored to their specific needs. Here comes a new psychological construct Teacher self-efficacy, teacher's belief in their ability to teacher their students

efficiently and effectively. Bandura (1977) interpreted self efficacy as individual's opinions of their abilities to systematize together with accomplish actions to achieve goals. In the background of teaching, teacher self-efficacy refers to the belief in one's own capabilities specifically, the capability to enhance student engagement and facilitate their learning process, especially when students feel unmotivated or encounter difficulties within the instructional process ( Lazarides. R., Warner. L.M.,).

To improve learning and achievement, students should remain actively engaged in the classroom; to facilitate this, a teacher must make concerted efforts such as maintaining a positive classroom environment and utilizing innovative instructional practices to keep students motivated toward their education because teachers are extremely important for success and failure of an educational structure. Consequently, a teacher's self-efficacy plays a pivotal role in accomplishing all these objectives.

Although several studies have examined teacher self-efficacy and its impact on student achievement, limited attention has been given to its conceptual understanding and the mechanisms through which it influences student learning. Therefore, the present study aims to explore the role of teacher self-efficacy in shaping student learning by developing a conceptual framework based on existing literature.

## 1. Background

### 1.1 Self-Efficacy:

Albert Bandura, a well known psychologist propounded Social Cognitive Theory where Self efficacy plays on the surface (1986a). In this theory, Bandura contends that learning takes place in a social atmosphere where behavioral, environmental and personal (or cognitive) elements interact with one another (Bandura, 1986a, 1986b, 1997).

Personal specifying cognitive factors incorporate one's knowledge, expectations or outcomes and attitudes. Nurturing factors involves societal standards or norms and influence of others in the environment on the individual. Behavioral factors include skills, practice and self-efficacy. Behaviors are affected by personal and environmental factors; environment is affected by behavioral and personal factors and personal factors are affected by behavioral and environmental factors (Bandura, 1986a, 1986b, 1997). Instead of viewing difficult tasks as dangers to be avoided, those who have a high level of assurance regarding in their abilities approach them as challenges to be mastered. Deep involvement in activities and intrinsic interest is fostered by such an effective perspective. They establish difficult objectives for themselves and remain steadfast in their dedication to them (Bandura, A.,1994). In contrast, an individual who doesnot believe in their capabilities move apart from their tasks which they seen as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue (Bandura, A.,1994). Study has found that self-efficacy is essential for sustaining the considerable effort required to master skills involved in for instance, public speaking, losing weight and becoming an effective manager ( Heslin, P.A., & Klehe, U.C.,2006). Bandura (1986, 1997) recognized four major self-efficacy sources that are described below:

- ❖ Mastery experiences: This is a highly influential source. When a person achieves their goal, they develop a sense of confidence in their abilities.
- ❖ Viscarious experiences: When you see someone just like yourself accomplishing a task, the feeling arises within you that you, too, can perform those very tasks.
- ❖ Verbal persuasion: It means verbally motivating a person. When you consistently motivate someone, a sense of self-belief develops within them.

- ❖ Physiological reactions: This is linked to your body's physiology; specifically, if a person is internally grappling with stress and anxiety, they begin to doubt their own capabilities.

## 1.2 Teacher Self-Efficacy

Self-efficacy has been extensively studied in the realm of education, with teachers of students ranging in age from students in elementary education to grownups at the university level. Teacher efficacy is comprehensively researched within education as it affects performance and motivation of students as well as performance and commitment of teachers ( Bourne et al, 2021). Teacher self-efficacy is characterised as a verdict of one's own competencies to bring about desired outcomes of student engagement and learning, even when students faces difficulty or unmotivated (Tschannen-Moran & Woolfolk Hoy, 2001). Research on teachers' collective efficacy beliefs emphasizes that teachers have not only self-efficacy beliefs that refer to themselves but also beliefs about the conjoint capability of a school faculty (Goddard et al., 2004). Efficacy of teacher has been related to their learner outcomes such as achievement (Armor et al., 1976; Ashton & Webb, 1986) and students' own sense of efficacy (Anderson, Greene, & Loewen, 1988).

## 2. Review of Related Literature

Several studies favours that Teachers self-efficacy plays an important role in students achievement. For instance, Tschannen-Moran, M. & Woolfolk, A. (2001) concluded that teachers' self-efficacy is considered a significant psychological factor that influences their behavior, enthusiasm, effort, and commitment. that teachers with above average self-efficacy are better able to plan effectively, adopt innovative and diverse teaching methodologies, and cope with challenging situations. Consequently, it has been observed that a teacher's self-efficacy exerts a positive influence on students' academic achievement, motivation, and their own sense of self-efficacy. Similarly, Mojavezi and Tamiz (2012) revealed that students of teachers with high self-efficacy exhibit intrinsic motivation. Their attitudes toward their teachers were found to be more positive. Furthermore, extrinsic motivation was observed to be somewhat lower among the students of such teachers; that is, they were motivated less by external stimuli such as grades or employment and more by the learning process itself. In the same line, students of teachers with a moderate level of self-efficacy are found to be more oriented towards learning, more interested, and less anxious. Conversely, among students of teachers with an exceptionally high level of self-efficacy, lower motivation and a greater tendency to avoid work are observed (Rodriguez et al., 2014).

Shahzad, K. & Naureen, S. (2017) revealed that two significant components of teacher self-efficacy namely student engagement and instructional strategies, directly influence the academic success of students. Hussain & Khan (2022) recognised that a teacher's self-efficacy is an essential aspect of their teaching effectiveness. Teachers who possess high self-efficacy are able to effectively motivate their students and provide them with a conducive learning environment. Teachers with low self-efficacy, on the other hand, being affected by feelings of failure and stress and are unable to deliver effective instruction. In the same line, Waddington, J. (2023) also concluded that teachers with high self-efficacy are better equipped to face challenges and are aided in maintaining a positive outlook, whereas teachers with low self-efficacy tend to exhibit negative emotions and an inclination to avoid their work. Furthermore, it was observed that excessive or unrealistic self-efficacy can also be detrimental; therefore, within the teaching-learning process, a balanced and realistic sense of self-efficacy is of greater importance.

## 3. Rationale of the Study

Teacher self-efficacy is a significant psychological factor that influences the quality of education. In the contemporary landscape, considerable diversity is observed in students' achievements and learning outcomes, making it imperative to gain a thorough understanding of these variations. Historically, the focus has typically remained on instructional content and methodologies; however, relatively less attention has been directed toward teachers' beliefs, a dimension that has become critically important to comprehend in the present era. Teachers possessing high self-efficacy play a pivotal role in fostering motivation, engagement, and high performance standards among students. To cultivate effective teaching practices, it is essential to understand the intricate relationship between teacher self-efficacy and student learning, thereby enabling the enhancement of student learning outcomes. This study endeavors to provide a theoretical framework by conducting a comprehensive review of the existing literature and research conducted in this field. The findings derived from this study are expected to prove invaluable for teacher training, policy formulation, and classroom practices, thereby facilitating the creation of a positive classroom environment and contributing to the overall improvement of the teaching-learning process.

#### **4. Objective of the Study**

The objective of this study is to understand and clarify the concept of teacher self-efficacy. This study also focuses on analyzing the relationship between teachers and student learning. Additionally, a primary objective of the study is to offer practical and effective suggestions for teachers to develop optimum self-efficacy.

#### **5. Conceptual Framework**

Self-efficacy is a psychological construct first introduced by the psychologist Albert Bandura. It refers to the belief in one's own abilities specifically, the belief that one is capable of performing a specific task. The foundation of teacher self-efficacy is derived from Albert Bandura's concept of self-efficacy. It signifies a teacher's belief in their own ability to teach students efficiently and effectively, thereby assisting students in achieving their goals.

Numerous studies have found that a teacher's self-efficacy strengthens students' learning and helps in motivating them (Caprara et al., 2006 & Shahzad et al., 2017). Teachers who possess a high level of self-efficacy play a pivotal role in fostering a classroom environment that is both positive and conducive to learning. Thereby providing students with a wealth of new opportunities to acquire knowledge. The teaching strategies of such teachers are seen to be different from other teachers. By using innovative methods, they help children in clearing their concepts.

Here teacher self-efficacy serves as an independent variable that influences student learning and student learning act as dependent variable. Several mediating variables such as instructional practices, students' engagement, and the classroom environment also exert an influence on the relationship between these two factors. Shahzad, K. & Naureen, S. (2017) concluded that the teacher self-efficacy (students' engagement and instructional practices) shows positive correlation with the students' academic achievement.

The aforementioned statements make it evident that a teacher's personal application directly and indirectly influences the academic achievement of students. The various instructional strategies adopted by teachers facilitate the enhancement of learning levels among students with individual differences, and assist them in actively participating in the classroom to elevate their academic standards.

#### **6. Discussion & Conclusion**

In the teaching-learning process, the teacher's role is not merely to impart knowledge, but rather to foster the holistic development of the child. In this endeavor, the teacher plays a pivotal role. A teacher's self-efficacy influences students both directly and indirectly. Teachers who possess a high degree of self-efficacy are better equipped to effectively handle the various situations they encounter; moreover, they cultivate an enriched classroom environment for the children, thereby leading to an improvement in the students' academic achievement. Such teachers are not only self-motivated but are also capable of fostering intrinsic motivation within their students. Consequently, the child is driven not by external stimuli such as the prospect of a job or social status but by their own internally developed motivation. Conversely, it has also been observed that students of teachers who exhibit excessively high self-efficacy tend to be less motivated and display a greater tendency to procrastinate on their tasks. Some studies indicate that a teacher's instructional strategies exert a positive influence on students; specifically, if teachers employ innovative strategies to impart instruction, the students remain alert and active within the classroom. The aforementioned statements clearly demonstrate that a moderate level of self-efficacy proves beneficial for teachers, for students, and for the overall educational environment.

## 7. Suggestions

To enhance the effectiveness of teachers within the school council, regular training programs should be organized; furthermore, the development of self-efficacy should be integrated into the curriculum for both pre-service and in-service teacher training programs, thereby enabling teachers to perform effectively in the actual teaching-learning process. Periodically, the administration or directors should provide positive feedback regarding teaching performance, as this will serve to boost the morale of the teachers. Teachers should be granted autonomy to utilize innovative teaching methodologies in the classroom, thereby facilitating the teaching-learning process; this is crucial because students spend the majority of their time in school with their teachers, and teachers are uniquely attuned to the individual differences of their students. Innovative teaching methods should be employed in schools to foster students' interest in learning and enable them to play an active role in the teaching-learning process. In the contemporary era, ICT has become an integral part of education, rendering the students' learning process more engaging, effective, and student-centric. The utilization of audio-visual aids, smart classrooms, and digital resources makes teaching and learning more lucid, enduring, and captivating. Furthermore, the use of such technologies facilitates the development of creativity, critical thinking abilities, and problem-solving skills among students. A teacher's mental and emotional well-being plays a crucial role in the teaching-learning process; for if a teacher suffers from stress or anxiety, they will be unable to teach effectively, which will, in turn, have a negative impact on students' learning outcomes. Therefore, stress management and emotional support programs should be organized for teachers on a periodic basis.

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